

Meadowhead Community Infant School and Nursery - Climate Action Plan 25-27

What is a Climate Action Plan?

In April 2022, the Department for Education released a sustainability and climate change strategy specifically for education. By 2025, all education settings are expected to appoint a sustainability lead and develop a climate action plan.

How will we deliver this climate action plan and monitor progress?

At Meadowhead Community Infant School and Nursery, our climate action plan will focus on four key areas:

Decarbonisation
Adaptation and resilience,
Biodiversity,
Climate education/green careers

Each of these areas will have clear objectives, with specific actions outlined for the current academic year. Our entire school community - students, staff, parents, and the wider local community - will work collaboratively to bring this plan to life. Engaging with everyone, listening to their ideas, and involving them in our green initiatives is crucial. We will continue to build on existing relationships and forge new partnerships, leveraging shared resources and support to help meet our sustainability goals.

The delivery of our climate action plan will be overseen by the Headteacher and Governing Body. To ensure the plan is implemented effectively, we will provide staff with the necessary time to develop and carry out the actions. Specific members of staff will be identified as leads for key elements of the plan.

This overarching climate action plan will be reviewed and updated every three years to reflect progress and evolving needs. On an annual basis, we will set new goals and assess our progress, ensuring we are on track to meet our sustainability targets. Regular termly reviews will help keep us focused and accountable as we work towards our long-term vision.



Decarbonisation at Meadowhead Community Infant School and Nursery,



Our efforts to decarbonise will focus on the following key areas:

- Energy Use
- Food
- School Grounds
- Procurement
- Travel
- Waste
- Water

We will calculate our carbon emissions and implement strategies to reduce them. This includes becoming more energy-efficient, transitioning to greener energy sources, and encouraging both staff and children to actively monitor and reduce energy consumption.

Recycling will be a priority at Meadowhead Community Infant School and Nursery, with an increase in the recycling of materials such as food waste, alongside efforts to reduce overall waste.

To support our decarbonisation goals, we will explore various funding opportunities. By improving energy efficiency, we expect to not only reduce our carbon footprint but also lower long-term energy costs and other associated expenses, such as waste disposal.

Adaptation and Resilience at Meadowhead Community Infants School and Nursery

At Meadowhead Community Infant School and Nursery, we are committed to maintaining a high-quality learning environment for all our children. To achieve this, we will adapt our school site to mitigate the impacts of climate change.

Our actions will enhance the biodiversity of our school site. We will introduce nature-based solutions, such as planting species that are resilient to the changing climate, which will support local wildlife and help create a more sustainable and environmentally friendly space for our students.

Climate Education at Meadowhead Community Infants School and Nursery

At Meadowhead Community Infant School and Nursery, we believe that it is essential for children to understand the climate crisis to actively contribute to its mitigation and be prepared for the challenges of the future, including exploring potential green careers.

We are committed to providing a knowledge-rich curriculum that incorporates climate change education, ensuring that our teachers are fully supported in delivering this important content. We also recognise that the environment in which children are taught plays a vital role in fostering sustainability. Our school environment will reflect our commitment to sustainability, providing a nurturing, engaging, and enjoyable space for learning.

Actions to Support Climate Education:

Our approach will focus on the following key areas:

- Outdoor Learning and Forest School provision
- Curriculum development
- Leadership at all levels
- Training and professional development

Our curriculum will include age-appropriate references to climate change, aligned with the United Nations Sustainable Development Goals (SDGs). These will be further integrated across subjects, ensuring our students develop a sense of social responsibility and an understanding of the interconnection between people and the planet.

1. Staff Expertise

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|--|--|--------------------|---|--|--|
| Develop staff knowledge and skills in climate action | <ul style="list-style-type: none"> - Provide training on, sustainability, and school-based climate initiatives - Identify staff champions to lead climate action efforts | Headteacher | <ul style="list-style-type: none"> - Time for staff development | <ul style="list-style-type: none"> - 2 staff champions identified and actively leading initiatives - Increased staff engagement and confidence in climate action | Decarbonisation, Climate education and green careers |
| Integrate climate action into staff professional development | <ul style="list-style-type: none"> - Provide opportunities for staff to share best practises and learn from each other - Recognise and celebrate staff contributions to climate action | Headteacher | <ul style="list-style-type: none"> - Time for staff meetings and collaboration | <ul style="list-style-type: none"> - Increased staff motivation around climate action | Decarbonisation, Climate education and green careers |

2. Staff/Pupils

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|--|--------------------------|---|---|-------------------------------------|
| Engage children in climate action initiatives | <ul style="list-style-type: none"> - Establish an "Eco Team" of children to lead climate action projects - Encourage children to participate in climate-themed assemblies, workshops, and competitions | ECO-Warrior Lead teacher | <ul style="list-style-type: none"> - Time for meetings and activities - Funding for climate action projects | <ul style="list-style-type: none"> - Eco Team established with at least 10 children - At least 2 climate-themed assemblies or workshops per year - Increased participation and | Climate education and green careers |

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| | - Provide opportunities for children to share their climate action ideas and initiatives | | | enthusiasm from children in climate action | |
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3. Buildings/Grounds

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|--|----------------------|--|---|---|
| Improve energy efficiency of school buildings | <ul style="list-style-type: none"> - Conduct an energy audit to identify areas for improvement - Upgrade to more energy-efficient lighting - Explore further opportunities for renewable energy generation. | Site Manager/ SBM | <ul style="list-style-type: none"> - Energy audit funding - Upgrade and installation costs - Renewable energy feasibility study | <ul style="list-style-type: none"> - Energy audit completed with clear action plan - Reduction in energy consumption by at least 10% within 2 years | Decarbonisation |
| Enhance the sustainability of school grounds | <ul style="list-style-type: none"> - Explore more opportunities for food growing and outdoor learning spaces | Headteacher | <ul style="list-style-type: none"> - Funding for landscaping and planting - Gardening equipment and resources | <ul style="list-style-type: none"> - food growing established | Biodiversity, Adaptation and resilience |

4. School Lunches

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|--------------------|---|---|-------------------------------------|
| Reduce the carbon footprint of school lunches | <ul style="list-style-type: none"> - Minimise food waste through better menu planning and portion control - introduce food waste collection bins | Catering Manager | <ul style="list-style-type: none"> Composting equipment and resources - Staff training on sustainable catering | <ul style="list-style-type: none"> - A good proportion of lunch menu items are plant-based or locally sourced - Food waste reduced and recycled | Decarbonisation, Biodiversity |
| Educate children about sustainable food choices | <ul style="list-style-type: none"> - Incorporate lessons on sustainable food, nutrition, and food systems into the curriculum - Organise school-wide events and activities to promote sustainable eating habits - Involve children in menu planning and food-related decision-making | Eco-Warrior lead | <ul style="list-style-type: none"> - Curriculum resources - Funding for school events and activities - Time for child engagement | <ul style="list-style-type: none"> - Sustainable food and nutrition topics included in the science curriculum | Climate education and green careers |

5. Curriculum

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|------------------------------|---|--|---|
| Integrate climate change and sustainability across the curriculum | <ul style="list-style-type: none"> - Review and update curriculum to include climate change, sustainability, and environmental topics - Encourage cross-curricular collaboration on climate action projects | Curriculum leaders | <ul style="list-style-type: none"> - Curriculum review and development time - Training budget and resources - Funding for climate action projects | <ul style="list-style-type: none"> - Climate change and sustainability topics included in curriculum areas - cross-curricular climate action projects implemented per year | Climate education and green careers |
| Provide opportunities for outdoor and experiential learning | <ul style="list-style-type: none"> - Encourage children to participate in projects and community initiatives | Outdoor Learning Coordinator | <ul style="list-style-type: none"> - Outdoor learning equipment and resources - Transportation and admission costs - Partnerships with local environmental organisations | <ul style="list-style-type: none"> - Children participate in community initiative | Climate education and green careers, Biodiversity |

6. Wellbeing

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|--|--|--------------------|---|---|---------------------------|
| Foster a sense of community and belonging through climate action | <ul style="list-style-type: none"> - Encourage children and staff to participate in school-wide climate action initiatives - Celebrate and recognise individual and collective contributions to climate action | Pastoral Lead | <ul style="list-style-type: none"> - Funding for climate action initiatives and events - Time for collaborative planning and implementation | <ul style="list-style-type: none"> - children and staff actively participate in school climate action initiatives - Increased sense of community and belonging among children and staff | Adaptation and resilience |

7. Opportunities for Pupil Leadership

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|--|-------------------------|--|---|-------------------------------------|
| Empower children to lead climate action initiatives | <ul style="list-style-type: none"> - Establish an "Eco Council" of children to oversee and drive climate action in the school - Provide training and support for children to develop and implement their own climate action projects - Give children a voice in school-wide climate decision-making | Eco-Schools Coordinator | <ul style="list-style-type: none"> - Time for Eco Council meetings and activities - Funding for child-led climate action projects - Opportunities for child | <ul style="list-style-type: none"> - Eco Council established with representatives from each year group - Children's input and feedback regularly incorporated into school climate decisions | Climate education and green careers |

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| | | | participation in decision-making | | |
| Foster a culture of environmental leadership | <ul style="list-style-type: none"> - Recognise and celebrate children's contributions to climate action through awards and achievements - Encourage children to share their climate action ideas and initiatives with the wider school community | Headteacher | <ul style="list-style-type: none"> - Funding for recognition and celebration events - Communication channels for sharing climate action initiatives - Partnerships with local environmental organisations | <ul style="list-style-type: none"> - Children's climate action initiatives shared through assemblies, newsletters, or school website - Increased number of children expressing interest in environmental careers | Climate education and green careers |

8. Procurement

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|---|--------------------|--|---|-----------------|
| Implement sustainable procurement practises | <ul style="list-style-type: none"> - Review and update procurement policies to prioritise environmentally-friendly and ethical suppliers - Conduct a spend analysis to identify areas for improvement in sustainable purchasing - Engage with suppliers to | Office Manager | <ul style="list-style-type: none"> - Time for policy review and spend analysis - Funding for sustainable procurement initiatives | <ul style="list-style-type: none"> - Procurement policy updated to include sustainability criteria - Spend analysis completed with clear action plan for sustainable purchasing - More suppliers meet the school's sustainability requirements | Decarbonisation |

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| | encourage the use of sustainable materials and packaging | | -Communication with suppliers | | |
| Reduce waste and promote circularity in procurement | <ul style="list-style-type: none"> - Prioritise the purchase of reusable, recyclable, and refurbished products - Implement a system for the reuse and repurposing of school resources | Site Manager | <ul style="list-style-type: none"> - Funding for sustainable procurement options - Storage and logistics for resource reuse and repurposing | <ul style="list-style-type: none"> - ensure purchased products are reusable, recyclable, or refurbished - Resource reuse and repurposing system established with clear processes and procedures | Decarbonisation |

9. Parents

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|--|--------------------|--|--|---------------------------|
| Engage parents in school climate action | <ul style="list-style-type: none"> - Communicate the school's climate action plan and initiatives to parents - Invite parents to participate in school-based climate action projects and events - Provide resources and guidance to support parents in adopting sustainable practises at home | Eco-Warrior | <ul style="list-style-type: none"> -Communication channels (newsletters, website, etc.) - Funding for parent engagement events and resources - Time for coordinating parent involvement | <ul style="list-style-type: none"> - parents aware of the school's climate action plan and initiatives - parents actively participate in school climate action projects and events - Increased number of parents implementing sustainable practises at home | Adaptation and resilience |

10. Transportation and Travel

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|---|--|--------------------|--|--|-----------------|
| Promote sustainable transportation and travel options | <ul style="list-style-type: none"> - Encourage and facilitate active travel (walking) to and from school. - Provide incentives and recognition for families who use sustainable transportation | Headteacher | <ul style="list-style-type: none"> - Partnerships with local authorities and transport providers - Funding for sustainable travel incentives | <ul style="list-style-type: none"> - More children and staff use active travel to get to school - An increase in families using sustainable transportation options | Decarbonisation |

11. Digital Sustainability

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|--|---|--------------------|---|--|-----------------|
| Improve the energy efficiency of school's digital infrastructure | <ul style="list-style-type: none"> - Conduct an energy audit of the school's digital equipment and systems - Implement energy-saving features and settings on all digital devices - Explore opportunities for cloud-based computing and virtualization | IT Manager | <ul style="list-style-type: none"> - Energy audit funding - Software and hardware upgrades for energy efficiency - Cloud computing and | <ul style="list-style-type: none"> - Energy audit completed with clear action plan - A reduction in energy consumption from digital infrastructure | Decarbonisation |

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| | | | virtualization services | | |
| Promote sustainable digital practises among staff and children | <ul style="list-style-type: none"> - Provide training and guidance on sustainable digital habits and behaviours - Encourage the use of digital tools and resources to reduce paper waste - Implement a system for the responsible disposal and recycling of digital devices | IT Coordinator | <ul style="list-style-type: none"> - Training resources and time - Digital tools and software for paperless practises - Partnerships for digital device recycling | <ul style="list-style-type: none"> - All staff and children receive training on sustainable digital practises - A reduction in paper waste through digital alternatives - Responsible digital device disposal and recycling system established | Decarbonisation |

12. Partnerships and Collaborations

| Objective | Actions | Person Responsible | Resources Needed | Success Criteria | DfE Area |
|--|---|--------------------|--|--|---------------------------|
| Develop partnerships to support climate action initiatives | <ul style="list-style-type: none"> - Identify and collaborate with local environmental organisations, charities, and businesses - Participate in regional or national climate action networks and initiatives - Seek funding and resources from external partners to support school climate projects | Headteacher | <ul style="list-style-type: none"> - Time for partnership development and collaboration - Communication and networking opportunities - Funding and grant applications | <ul style="list-style-type: none"> - At least 3 active partnerships with local environmental organisations or businesses - Participation in at least 2 regional or national climate action networks or initiatives - Secure at least 2 external funding sources or grants for school climate projects | Adaptation and resilience |

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| <p>Engage the local community in school climate action</p> | <ul style="list-style-type: none"> - Organise events and workshops to share the school's climate action initiatives - Collaborate with community groups to address local climate-related challenges (building Bridges? / Friends of Victoria Park?) | <p>Community Liaison</p> | <ul style="list-style-type: none"> - Funding for community engagement events - Communication channels to reach local residents - Partnerships with community organisations | <ul style="list-style-type: none"> - Community events or workshops - community-school initiative to address a local climate-related challenge | <p>Adaptation and resilience</p> |
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